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ABSTRACT

The Emergency Immigration Education Act supported three distinct programs in New York City in the summer of 1994: (1) the Summer English as a Second Language (ESL) Welcome Program for Students of Limited English Proficiency; (2) the Summer Bilingual Program; and (3) Projects Omega, Wise, and Bell. The projects served 3,443 students in all. The Summer ESL Welcome program served 526 entering ninth graders, acquainting them with their rights and responsibilities in high school. The Summer Bilingual Program served 2,917 high school students. Projects Omega, Wise, and Bell focused on staff and curriculum development. In general, the programs met their objectives. Some recommendations for program continuation call for more materials for the summer bilingual program, additional field trip opportunities, and better sharing among participants in the three staff development efforts. One table lists program sites. (Author/SLD)

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ED 385 643

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# OER Report

## Emergency Immigration Education Act Programs

Summer E.S.L. Welcome Program for Students of Limited English Proficiency,
Summer Bilingual Program,
Projects Omega, Wise, and Bell

Summer 1994

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Emergency Immigration Education Act Programs

Summer E.S.L. Welcome Program for Students
of Limited English Proficiency,
Summer Bilingual Program,
Projects Omega, Wise, and Bell

Summer 1994

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## EXECUTIVE SUMMARY

The Emergency Immigration Education Act (E.I.E.A.) supported three distinct programs in the summer of 1994: Summer E.S.L. Welcome Program for Students of Limited English Proficiency, Summer Bilingual Program, and Projects Omega, Wise, and Bell. These programs served a total of 3,443 students. The Summer E.S.L. Welcome Program served 526 entering high school students in the five boroughs. This program emphasized students' rights and responsibilities in the high school experience. The Summer Bilingual Program served 2,917 students ninth through twelfth grade in Manhattan, the Bronx, Brooklyn, and Queens. This program allowed students to make up failed courses or accelerate their studies. Project Omega operated in Brooklyn, Project Wise in Queens, and Project Bell in the Bronx, and focused on staff and curriculum development.

The Summer E.S.L. Welcome Program met all its objectives for instruction, materials development, staff development, guidance services, and parent participation. The Summer Bilingual Program met all its objectives for instruction, materials development, staff development, and guidance services. Project Omega met its objectives for materials development, and although OER was unable to evaluate the staff development objective as proposed, the project was successful in meeting it, albeit its assessment was not as originally proposed.

The conclusions, based on the findings of this evaluation lead to the following recommendations to the programs:

- Make more materials, books, and audio-visual supplies available for classroom use in the Summer E.S.L. Welcome Program.
- If possible, include student field trips in the Summer E.S.L. Welcome Program.
- Continue to share materials developed by the staff of the three E.I.E.A. programs with others working with LEP and English-Creole-speaking students.

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# I. INTRODUCTION

This report represents the findings of the Office of Educational Research's (OER's) evaluation of the 1994 Summer E.S.L. Welcome Program for Students of Limited English Proficiency (Summer E.S.L. Welcome Program), the 1994 Summer Bilingual Program, and the summer 1994 staff and materials development efforts of Projects Omega, Wise, and Bell. The Emergency Immigration Education Act (E.I.E.A.) provided the funding for each of these programs, which served a total of 3,443 students.

The E.S.L. Welcome and Summer Bilingual programs recruited participants through announcements at feeder schools, referrals from guidance counselors and teachers, and parental requests. Student placement in course level was determined by test results, interviews, school records, and referrals. Projects Omega, Wise, and Bell served students only during the regular school year.

The **Summer E.S.L. Welcome Program** completed its tenth year and operated at 20 sites in Manhattan, the Bronx, Brooklyn, Queens, and Staten Island. (See Table 1.) The program served 526 ninth grade LEP students entering high school for the first time. Many of the participants were recent immigrants to the United States.

With the high school experience as its general focus, the program emphasized the students' rights and responsibilities. In addition, parental involvement, developing academic proficiencies, enhancing instructional programs, providing support services, and reinforcing schoolwide activities, and multicultural education were incorporated into the program. As a result of successful completion, the students received one miscellaneous elective credit.

The **Summer Bilingual Program** completed its seventh year of service and operated at 29 sites in Manhattan, the Bronx, Brooklyn, and Queens. (See Table 1.) The program provided services to 2,917 ninth through twelfth grade LEP students enrolled in English as a second language (E.S.L.) and bilingual content area courses required for high school graduation.

Most of the participating students were native speakers of Spanish, Chinese, or Haitian, or were speakers of English from the Caribbean. Students enrolled to either make up courses they had failed during the school year or accelerate their studies. They received full academic credit for the courses they passed. High school seniors who required no more than three classes to graduate by August 1994 also enrolled in this program.

**Project Omega** completed its seventh year of operation. The summer project focused on staff training and on developing curriculum materials for English-Creole-speaking students. Projects Wise and Bell completed their third years.

TABLE 1

Sites by Borough and Program

| Borough | High School | Summer E.S.L. Welcome | Summer Bilingual |
|---|---|---|---|
| Manhattan | George Washington | X | X |
| | H.S. for Humanities | X | |
| | Julia Richman | X | X |
| | Seward Park | X | X |
| Bronx | John F. Kennedy | X | X |
| | DeWitt Clinton | X | X |
| | Theodore Roosevelt | X | X |
| | William H. Taft | | |
| Brooklyn | Abraham Lincoln | | X |
| | Bushwick | X | X |
| | Clara Barton | X | |
| | Eastern District | X | X |
| | Edward R. Murrow | X | X |
| | Franklin D. Roosevelt | X | X |
| | Fort Hamilton | | X |
| | George Wingate | X | X |
| | John Jay | | X |
| | Lafayette | | X |
| | New Utrecht | | X |
| | Sheepshead Bay | X | X |
| | Thomas Jefferson | | X |
| Queens | Aviation | X | X |
| | Forest Hills | | X |
| | Grover Cleveland | | X |
| | John Adams | | X |
| | John Bowne | X | X |
| | William C. Bryant | X | X |
| | Newtown | X | X |
| Staten Island | Curtis | X | X |

## OBJECTIVES

### Summer E.S.L. Welcome Program

#### Instructional Objectives

- By the conclusion of the E.I.E.A. program, August 1994, 60 percent of the participating students will achieve passing grades in their E.S.L. subject classes as determined by a review of program records.

- At least one bilingual education assistant will be assigned to every Summer E.S.L. Welcome site funded by E.I.E.A. so that students can benefit from the reinforcing and modeling activities provided, thus supporting and enhancing the basic instructional program.

#### Materials Development Objectives

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course sequences for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.

- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

#### Staff Development Objectives

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1994 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OREA and administered at the conclusion of the service period.

#### Guidance Services Objectives

- All students participating in the E.I.E.A. 1994 Summer High School programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

#### Parent Participation Objectives

- Parent Support Centers will be created at a minimum of four sites having significant concentrations of E.I.E.A. immigrant populations.

## Summer Bilingual Program

### Instructional Objectives

- By the conclusion of the E.I.E.A. program, August 1994, 60 percent of the participating students will achieve passing grades in their bilingual content area subjects.

### Materials Development Objectives

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course sequences for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.

- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

### Staff Development Objectives

- By the conclusion of the staff training period, (May 1994), 90 percent of participating staff will demonstrate, as a result of participation in the Math staff development workshops, a statistically significant level of satisfaction with the content, focus, mode of materials and techniques explained and modeled, as measured by response of participants on a Staff Reaction Questionnaire developed by OREA, for which the level of success will be measured by Likert Scale scores moving in the positive direction toward the score range of 4-5 out of a total score interval of 1-5.

- By the conclusion of the staff training period, at least two teams of participants will have developed documentation (videotape, student/teacher materials, etc.) to indicate experimental efforts to implement strategies advocated. Level of success will be the availability of such documentation according to determined time lines.

- As a result of participating in an Intercultural/Language Institute, 80 percent of participants will indicate favorable responses to the training as measured by a Likert-type satisfaction questionnaire.

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1994 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OER and administered at the conclusion of the service period.

Guidance Services Objectives

- All students participating in the E.I.E.A. 1993 summer high school programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

Project Omega

Staff Development Objectives

- Seventy percent of the staff participating in the Project Omega English-Creole programs, during 1993-94 school year, will rate the coordinator/advocate activities favorably as measured by a Likert-type Staff Satisfaction Questionnaire.

Materials Development Objectives

- By the end of August 1993, English-Creole curriculum resource writers, supervised by the Brooklyn and Queens High School Superintendency, will have produced English-Creole teacher resource materials and/or English-Creole transitional classroom instruction packets, which will be available for review and dissemination, and subjected to a content analysis.

## II. STAFFING

The Summer E.S.L. Welcome Program had 90 teachers, 15 guidance counselors, and 18 site supervisors. The Summer Bilingual Program had 52 teachers and shared guidance counselors with the Summer E.S.L. Welcome Program. Guidance counselors worked with students individually and in groups. A majority of the staff working with project students were bilingual in the students' native languages.

The E.I.E.A. programs had six parent centers at different sites and each was staffed by at least one center supervisor. Parent center supervisor responsibilities included disseminating information, implementing parent activities, and counseling. They also carried out administrative and managerial duties.

Project Omega had six staff/curriculum developers working during the summer. The specialists modified, adapted, and developed curricula to meet the needs of the English-Creole-speaking population.

## III. IMPLEMENTATION

### SUMMER E.S.L. WELCOME PROGRAM

The Summer E.S.L. Welcome Program served students who had recently arrived in the United States and were entering high school for the first time. It offered students an *Orientation to High School* course which focused on developing coping strategies and skills necessary to integrate into the school system. Students also participated in a beginner E.S.L. course to promote the acquisition of English language skills.

The project provided such support services as counseling in the students' native languages, bilingual paraprofessionals in the classrooms, and school and cultural orientation activities.

### SUMMER BILINGUAL PROGRAM

The Summer Bilingual Program operated in conjunction with the regular English- language summer session at each site. The project targeted high schools with a large population of recent immigrants and LEP students. The project's main goal was to provide eligible students with access to a wide spectrum of instructional sequences through bilingual curricular methodologies. Courses were available in the major content areas (mathematics, science, and social studies) at levels and sequences appropriate to students' needs.

The project offered ninth through twelfth grade LEP students courses in E.S.L., native language arts (N.L.A.), and bilingual content area classes required for high school graduation at all of the participating sites. Content area classes were taught

bilingually in Spanish or Chinese and in English-Creole. Students attended one to three 90-minute class periods daily. In addition, participating students received various such support services as counseling, peer tutoring, and career advisement.

PROJECTS OMEGA, WISE, AND BELL

Staff developers developed instructional materials for content area instruction for English-Creole-speaking students, the project's target population during the regular school year. They addressed the linguistic and cultural needs of immigrant English-Creole-speaking students.

Project Omega developed outreach efforts to other schools with English-Creole populations and linkages with community-based organizations, and held parent-training workshops. Social workers also conducted classroom guidance interventionsa.

## IV. ACCOMPLISHMENTS

### SUMMER E.S.L. WELCOME PROGRAM

Instructional Outcomes

- By the conclusion of the E.I.E.A. program, August 1994, 60 percent of the participating students will achieve passing grades in their E.S.L. subject classes as determined by a review of program records.

Participating students were enrolled in E.S.L. and Orientation to High School classes. E.S.L. classes were offered at a variety of levels, according to student need. Students attended one to three 90-minute classes daily.

For the 526 students for whom the program provided information, 387 (73.6 percent) passed their courses.

**The program met its instructional objective for E.S.L. instruction.**

- At least one bilingual education assistant will be assigned to every Summer E.S.L. Welcome site funded by E.I.E.A. so that students can benefit from the reinforcing and modeling activities provided, thus supporting and enhancing the basic instructional program.

At each of the Summer E.S.L. Welcome Plus sites there was at least one educational assistant.

**The program met its instructional objective for the assignment of educational assistants.**

Materials Development Outcomes

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course sequences for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.

E.I.E.A. funded-staff developed uniform final examinations and course outlines

for summer school classes. Program staff developed several course outlines in E.S.L. The materials they developed were available for review and dissemination.

**The program met its materials development objective for the development of uniform final examinations and course outlines.**

- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

The program developed and made available resource/supplementary materials for E.S.L.

**The program met its materials development objective for the development of resource/supplementary materials forE.S.L.**

Staff Development Outcomes

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1994 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OREA and administered at the conclusion of the service period.

The staff development specialists sought to improve E.S.L. and content area teaching skills and broaden the participating teachers' use of techniques and methodologies.

OER developed and distributed a Likert-type questionnaire to assess participating teachers' satisfaction with the programs. The program returned 84 completed questionnaires to that office. Of those, 65 (77.4 percent) of the teachers indicated their satisfaction with the programs. Additionally, they indicated that the opportunity for year-round E.S.L. instruction for LEP students, the possibility for

academic advancement in content area subjects, and excellent curriculum guides and materials were particular strengths of the program. The weaknesses they noted were a shortage of materials and books and a need for multilevel classes in E.S.L.. Staff would have liked more audio and visual aides and field trips.

The program met its staff development objective.

Guidance Services Outcomes

- All students participating in the E.I.E.A. 1994 Summer High School programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

OER developed and distributed a questionnaire to all the participating guidance counselors. The program returned nine completed questionnaires. The guidance counselors reported that they had met with all of the summer school students who attended classes regularly. The only students with whom they did not meet were those who had failed to return to school after the first week.

**The program met its objective for guidance services.**

Parent Participation Outcomes

- Parent Support Centers will be created at a minimum of four sites having significant concentrations of E.I.E.A. immigrant populations.

In the summer 1992 session, the program had four centers in place. This increased to five in the 1993 summer session. The following high schools housed parent centers: George Washington, Seward Park, Theodore Roosevelt, Prospect Heights, and Newtown.

The parent center directors reported that the centers were very successful. Attendance was high and parents took great interest in the activities and courses

offered. Parents regularly attended E.S.L., general education diploma (G.E.D.), and citizenship classes.

**The program met its objective for parent participation.**

SUMMER BILINGUAL PROGRAM

Instructional Outcomes

- By the conclusion of the E.I.E.A. program, August 1994, 60 percent of the participating students will achieve passing grades in their E.S.L. subject classes as determined by a review of program records.

Of the 1,547 students enrolled in E.S.L. classes in the Summer Bilingual Program, 1,194 (77.2 percent) passed their courses.

**The program met its instructional objective for E.S.L. instruction.**

- By the conclusion of the E.I.E.A. program, August 1994, 60 percent of the participating students will achieve passing grades in their bilingual content area subjects.

The Summer Bilingual program offered participating students bilingual content area classes including mathematics, social studies, and science. Of the 1,370 students enrolled, 971 (70.8 percent) received passing grades.

**The program met its instructional objective for bilingual content area instruction.**

Materials Development Outcomes

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course outlines for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.

E.I.E.A. funded staff developed uniform final examinations and course outlines for summer school classes. Program staff developed at least one instructional

sequence. The materials they developed were available for review and dissemination.

**The program met its materials development objective for the development of uniform final examinations and course outlines.**

- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

Resource/supplementary E.S.L. materials were developed and made available.

**The program met its materials development objective for the development of resource/supplementary E.S.L. materials.**

Staff Development Outcomes

- By the conclusion of the staff training period (May 1994), 90 percent of participating staff will demonstrate, as a result of participation in the Math staff development workshops, a statistically significant level of satisfaction with the content, focus, mode of materials and techniques explained and modeled, as measured by response of participants on a Staff Reaction Questionnaire developed by OER, for which the level of success will be measured by Likert Scale scores moving in the positive direction toward the score range of 4-5 out of a total score interval of 1-5.

Of the 82 teachers who responded to the questionnaire, 90 percent indicated great satisfaction with the training, giving a rating of four or five (with five being the highest) on the OER-developed Likert-type questionnaire. Teachers reported that what they found the most useful was the presentation of the new approaches to teaching mathematics. Hands-on activities emphasizing a shift from didactic to experiential approaches were very well received. Some participants reported that there were not sufficient opportunities to ask questions during the workshops.

**The program met its staff development objective for workshop satisfaction.**

- By the conclusion of the staff training period, at least two teams of participants will have developed documentation (videotape, student/teacher materials, etc.) to indicate experimental efforts to implement strategies advocated. Level of success will be the availability of such documentation according to determined time lines.

Participating staff developed a number of materials/curricula using the various teaching strategies presented in the staff development workshops.

**The program met its staff development objective for development of materials.**

- As a result of participating in an Intercultural/Language Institute, 80 percent of participants will indicate favorable responses to the training as measured by a Likert-type satisfaction questionnaire.

The Intercultural/Language Institute was not held, an institute for counselors of LEP students and was sponsored by the Office of High School Bilingual/E.S.L. Programs with the collaboration of the Multifunctional Resource Center (MRC), Division of Student Support Services, Division of Special Education, School of Education at St. John's University, and the Division of Bilingual Education. The institute provided in-service education to guidance counselors for the purpose of improving counseling skills in the area of cross cultural counseling competencies to better meet the needs of program students.

There were 140 participants who took part in the institute. Although no questionnaire was disseminated, the project director reported that over 80 percent of the participants expressed satisfaction with the presentations and activities.

**The program met its staff development objective for satisfaction with the Intercultural/Language Institute.**

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1994 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OER and administered at the conclusion of the service period.

The staff development specialists sought to improve E.S.L. and content areas teaching skills and broaden the use of techniques and methodologies of participating teachers. They presented new theories and demonstrated various teaching methodologies.

OER developed and distributed a Likert-type questionnaire. Of the 84 questionnaires returned, 65 (77.4 percent), indicated satisfaction with the technical assistance provided by the staff developers.

**The program met its staff development objective for satisfaction with the assistance provided by the staff developers.**

Guidance Services Outcomes

- All students participating in the E.I.E.A. 1994 Summer high school programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

OER developed and distributed a questionnaire to all the participating guidance counselors at all sites. The nine completed questionnaires indicated that guidance counselors had met with all of the summer school students who attended classes regularly and had continued to attend after the first week.

**The program met its objective for guidance services.**

PROJECT OMEGA

Staff Development Outcomes

- Seventy percent of the staff participating in the Project Omega English-Creole programs, during 1993-94 school year, will rate the coordinator/advocate activities favorably as measured by a Likert-type Staff Satisfaction Questionnaire.

Staff development was a significant component of Project Omega and provided participating teachers with instructional strategies. Staff development activities were designed and implemented with the intervention of district-wide coordinators. While a staff satisfaction questionnaire was not developed, the project director reported that almost all participants reported satisfaction with the activities.

**OER was unable to assess the objective for satisfaction with the coordinator/advocate activities as stated. However, the project director asserted that satisfaction with the coordinator/advocate activities was high.**

Materials Development Outcomes

- By the end of August 1993, English-Creole curriculum resource writers, supervised by the Brooklyn and Queens High School Superintendency, will have produced English-Creole teacher resource materials and/or English-Creole transitional classroom instruction packets, which will be available for review and dissemination, and subjected to a content analysis.

The curriculum resource writers maintained an on-going development of culturally relevant and linguistically appropriate instructional materials across content areas for use in English-Creole course sequences.

**Project Omega met its objective for materials development.**

## V. RECOMMENDATIONS TO ENHANCE PROGRAM EFFECTIVENESS

- Make more materials, books, and audio-visual supplies available for classroom use in the Summer E.S.L. Welcome Program.

- If possible, include student field trips in the Summer E.S.L. Welcome Program.

- Continue to share materials developed by the staff of the three E.I.E.A. programs with others working with LEP and English-Creole-speaking students.